

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ**  
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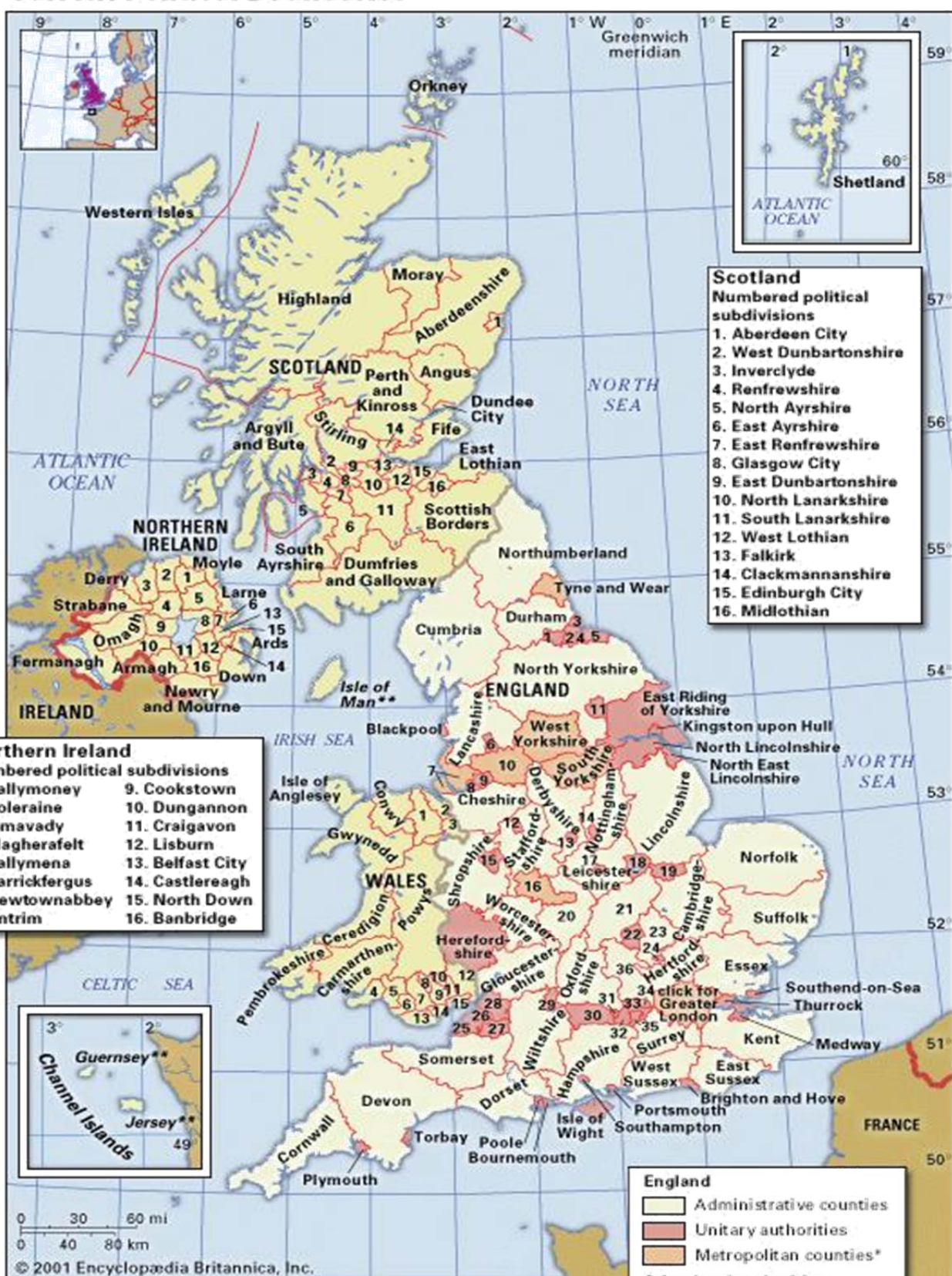
**Учебно-методический комплекс «Практикум по обучению  
монологическому высказыванию на английском языке»  
(для студентов – бакалавров 1-2 курсов неязыковых специальностей)**

## **VI. Дидактические материалы**

Екатеринбург

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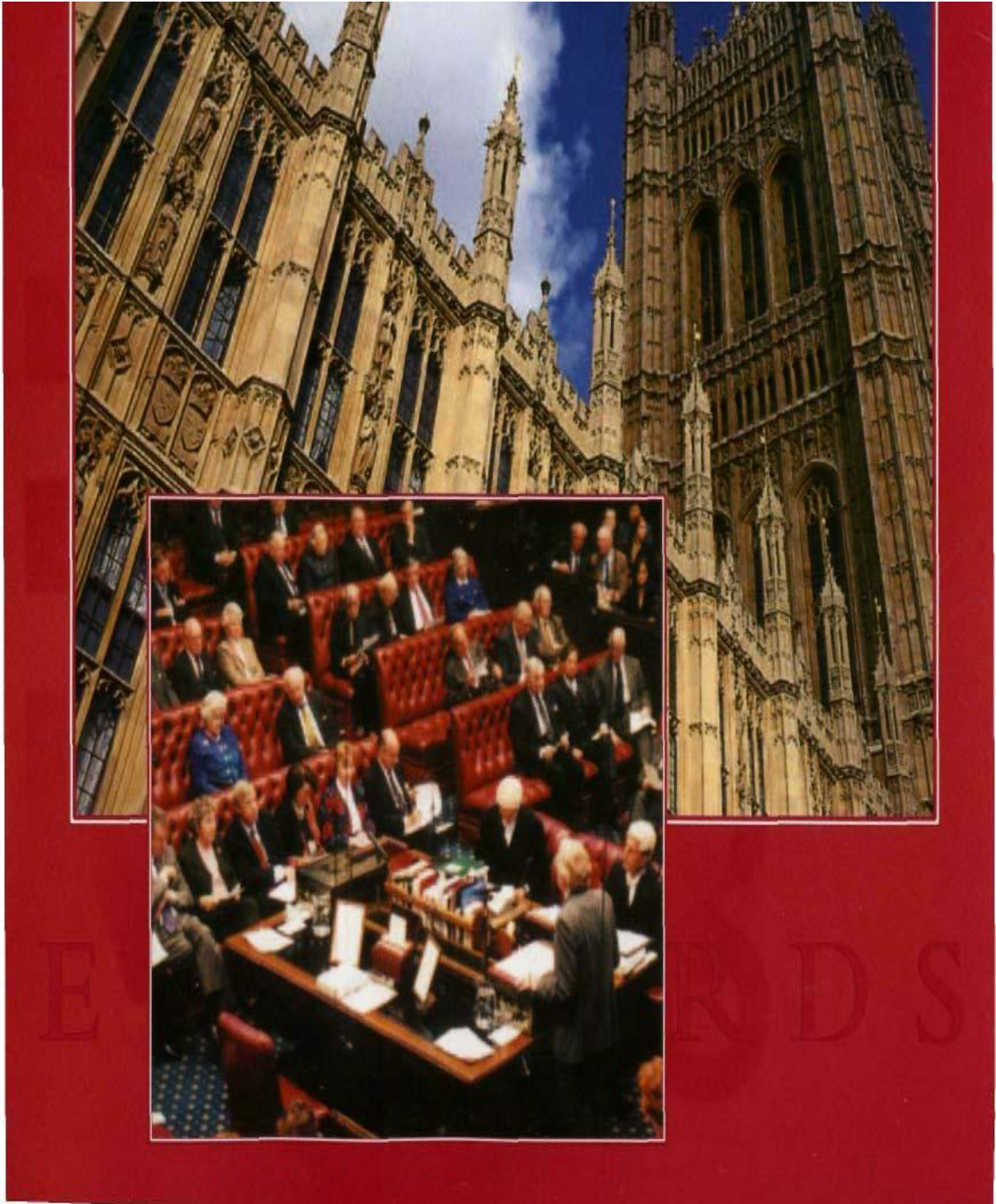
## Current Political Boundaries





# THE HOUSE OF LORDS

## *A Brief Guide*







One of the most familiar images of the House of Lords is the State Opening of Parliament by Her Majesty the Queen. This is a splendid and colourful ceremonial occasion. The Queen's Speech (written by the Government) sets out Parliament's working agenda for the coming year.

But the House is not just a place where grand ceremonies take place. The House has existed as a separate chamber of Parliament since the 14th century, and is part of the oldest parliamentary democracy in the world. It is also one of the busiest, second only to the House of Commons in the number of days and hours it sits.

A major task is to examine and pass legislation. The House plays a key role in revising legislation sent from the Commons. It also initiates legislation, and so shares the burden of the legislative load.

Another important function is to act as a check on Government by scrutinizing its activities. The House does this by asking questions, debating policy and, through its Select Committees, taking evidence from Ministers and others.

The House also has an important judicial role as the highest Court of Appeal in the land.

Members of the House, collectively, have an enormous breadth of expertise and, individually, are characterized by independence of thought. They complement the work of the elected House of Commons, which reflects political and constituency interests and which, unlike the Lords, must spend a substantial amount of time on financial and public expenditure issues.

This brief guide gives a flavour of the House's work and its contribution to Parliament and the country.

## The House of Lords — What it Does



The House of Lords is the second chamber of the UK Parliament. It is independent from, and complements the work of, the elected House of Commons. The Lords shares the task of making and shaping laws and checking and challenging the work of the government.

The Lords has three main roles:

- Making laws
- In-depth consideration of public policy
- Holding government to account.

### Legislation: Lords Stages

**1st Reading:** Formal announcement.

**2<sup>nd</sup> Reading:** Debate on general principles.

**Committee:** Detailed consideration of amendments in the Chamber but sometimes "off the floor" depending on nature of Bill

**Report:** Further chance for amendments.

**3rd Reading:** Last chance to amend.

**Consideration of Commons**

**Amendments**

**Royal Assent:** By the Queen

## **A Typical Working Day**

The Chamber of the House of Lords is the main focus for its work, particularly public legislation and debates, but much work, mainly by Select Committees and on private legislation, is done outside the Chamber in committee rooms in the mornings.

The House sits at 2.30 pm until not later than 10pm from Mondays to Wednesdays and at 11am on Thursdays. If it sits on a Friday it usually starts at 11am.

**NOTICES AND ORDERS OF THE DAY** gives details of the daily business.

**Introductions:** Any new peers taking their seat are introduced in a special ceremony before business begins.

HL, 25th May **NOTICES AND ORDERS OF THE DAY** Items marked

\* are new or have been altered

Thursday, 26th May (Prayers will have been read)

The Lord Morris of Manchester – To ask Her Majesty’s Government what further consideration they are giving to providing financial help for the dependants of patients who have died in consequence of being infected with hepatitis “C” by contaminated National Health Service blood and blood products.  
(1)

\* The Lord Blaker – To ask Her Majesty’s Government what progress they expect to make in the near future in implementing the road map for peace in the Middle East. (2)

\* The Lord Roberts of Conwy – To ask Her Majesty’s Government whether the Chancellor of the Exchequer’s forecasts for growth are still achievable. (3)

\*The Baroness Williams of Crosby – To ask Her Majesty’s Government whether it is now their policy to deport non-British citizens charged with terrorist offences, even when, as in the recent case, the courts have found them innocent of the charges. (4)

The Lord Lipsey – To call attention to the workings of the British electoral system in the 2005 general election; and to move for papers. (Balloted debate) (5)

The Baroness Hooper – To call attention to recent developments in Latin America; and to move for papers. (Balloted debate) (6)

Insolvency (Northern Ireland) Order 2005 – The Lord Rooker to move. That the draft Order laid before the House on 24th January be approved. (7)

Company Directors Disqualification (Amendment) (Northern Ireland) Order 2005 – The Lord Rooker to move. That the draft Order laid before the House on 20th January be approved. (8)

(1-4) – Starred Questions: Oral questions to the Government lasting for 30 minutes.

(5-6) – Unstarred Questions: Short debates (up to VA hours) on important policy issues or matters of current concern.

(7-8) – Legislation: This may be a debate on the Second Reading of a bill or the discussion of amendments in committee.

Debates: General debates on a wide range of subjects which help to shape public policy; held every week.

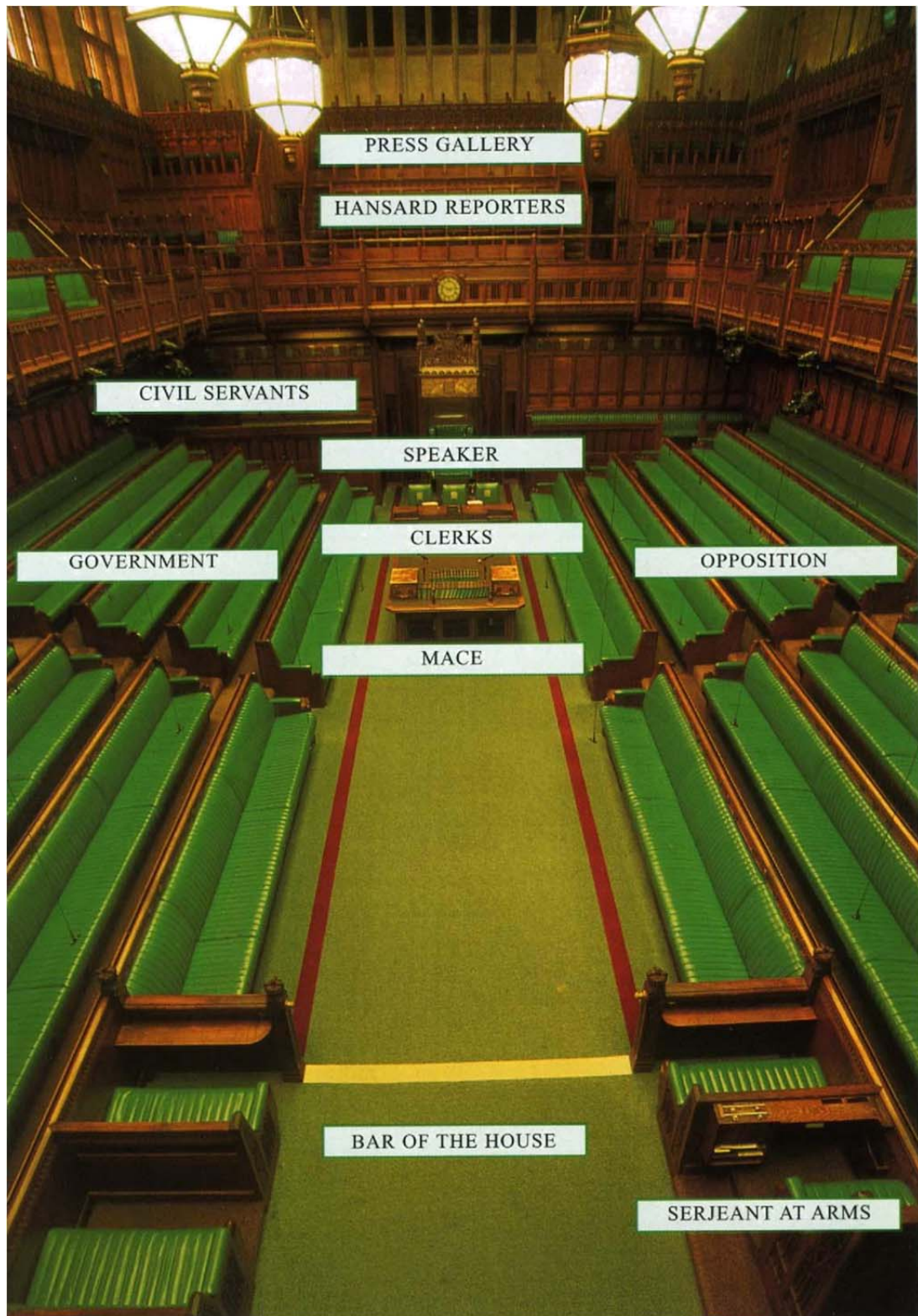
Statements: Business is sometimes interrupted at about 3.30 pm for ministerial statements followed by a period of questions.



THE  
**HOUSE *of* COMMONS**  
*a brief guide*







## **The Speaker**

The Speaker of the House of Commons chairs debates in the Commons chamber. The holder of this office is an MP who has been elected to be Speaker by other Members of Parliament. During debates they keep order and call MPs to speak. The Speaker is the chief officer and highest authority of the House of Commons and must remain politically impartial at all times. The Speaker also represents the Commons to the monarch, the Lords and other authorities and chairs the House of Commons Commission. The current Speaker is Rt Hon John Bercow, MP for Buckingham.



## **The House of Commons**

The UK public elects 650 Members of Parliament (MPs) to represent their interests and concerns in the House of Commons. MPs consider and propose new laws, and can scrutinise government policies by asking ministers questions about current issues either in the Commons Chamber or in Committees.



## **Prayers**

Sittings in both Houses begin with prayers. These follow the Christian faith and there is currently no multi-faith element. Attendance is voluntary. The practice of prayers is believed to have started in about 1558, and was common practice by 1567. The present form of prayers probably dates from the reign of Charles II. Members of the public are not allowed into the public galleries during prayers.

## **A typical working day**

When Parliament is in Session, the House of Commons generally meets from Mondays to Thursdays and on most Fridays.

The work of the House is regulated by an elaborate code of procedure. The Government determines the business and the order in which it is taken, although some specific slots and days are given over to Opposition parties and "backbench" Members.

In the Chamber the day's business always begins with prayers followed by any items of private business, which are taken formally (without debate). The main business of the day follows.

## **Oral questions**

On Monday to Thursday Government Ministers from a particular Department or Departments answer questions. The Prime Minister has a weekly question time, on Wednesdays. At question time the Speaker calls the name of the person with the first question in the *Order of Business*. As the text of the question is already printed, the Member says simply (for example) "*Number one*". The relevant Minister reads a prepared reply, after which the Member is then allowed a "supplementary" question and the Minister again replies. Other MPs are then called to ask supplementary questions.

## **Political Parties**

The UK has many political parties, the main three being Conservative, Labour and Liberal Democrat. These three work in both the House of Commons and House of Lords.

### **Political parties in the Commons**

In addition to the main three parties, the Commons has a range of other political groups also elected by the public. This includes nationalist organizations like Plaid Cymru (Wales) and the Scottish National Party, Northern Ireland's various political parties and minority parties like the Green Party or Respect.

### **Political parties in the Lords**

Outside of the main parties there are a small number of Members that are not affiliated with a main political party and those belonging to minority groups. In addition there are a limited number of Church of England archbishops and bishops and the Crossbench Peers group.

The Crossbench Peers group is currently the second largest group in the Lords (after Labour); and is formed by independent Members who don't take a party whip - which means that they are not told how to vote by a political party.

### Conservative Party



Prime Minister David Cameron and his ruling Conservative Party.



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### Liberal Democrat Party



Clegg's Liberal Democrat Party is in a coalition government with the Conservatives

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### Labour Party



Leader: Ed Miliband



Leader: Nigel Farage



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### Green Party



Leader: Caroline Lucas

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### Scottish National Party



The Scottish National Party is to be led by Nicola Sturgeon following the resignation of Alex Salmond.

### Plaid Cymru



Plaid Cymru is led by Leanne Wood.

### British National Party



Leader: Adam Walker.

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(From “The Telegraph”)

## UK election 2015: state of the race in six trends

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Prime Minister David Cameron accompanied by Labour Party Leader Ed Miliband and Deputy Prime Minister Nick Clegg (as they wait for the arrival of Irish President Michael D. Higgins to deliver a speech at the Houses of Parliament in London. Photograph: Lefteris Pitarakis/PA

Very few events significantly shift public opinion in the immediate term. Change tends to be slow and gradual. A year ago, Labour held a 10-point lead over the Conservatives. That is clearly not the case any longer. While Ed Miliband's party has enjoyed a spike in support in most polls released over the past time, the trend over the past month has remained relatively stable, with the two main parties virtually tied.

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### **1. Support for the main parties is on record lows**

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Recent polls show the combined support for Labour and the Conservatives hovering around 60% - down by about 10 points on January. In elections since 1979, Britain's two main parties won a combined 81%, 70%, 73%, 76%, 74%, 73%, 67%, and 65% in 2010.

The depth of the trend is better highlighted once we take a step back to look at the changes among other parties too. In 2010 for example, the Lib Dems won 23% of vote, leaving all other parties on a combined 12%.

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## **2. Britain has gone from a two-three party system to a six party system**

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Based on these polls, neither the Conservatives nor Labour are likely to win an outright majority next May. Yet, who between Miliband and David Cameron leads the largest party once all votes are counted matters greatly of course - it will determine who has first dibs at forming the next government.

As things stand, normally Labor would be seen to have a slight advantage due to the electoral geography of Britain's voting system, but in today's context, uniform swing calculations aren't enormously useful.

There is not only a rise in support for the 'others', but there is also far greater fragmentation across the electorate. Britain has gone from a two-three party system to a six party system.

Recent polls have SNP, Ukip and the Greens, together above 25%. In 2010 the three parties won 6% of the vote. The fact is all the more remarkable considering that the SNP is a Scottish party, and that both the Greens and Ukip don't even contest all seats.

In electoral terms, this means that how votes flow between parties will impact the outcome of races at a constituency-level in ways that isn't always uniform with the overall nationwide vote share. 2015 will be an electoral russian doll - there are hundreds of individual votes within the bigger general election.

(The Guardian)





Winston Churchill is one of the best-known, and some say one of the greatest, statesmen of the 20th century. Though he was born into a life of privilege, he dedicated himself to public service. His legacy is a complicated one—he was an idealist and a pragmatist; an orator and a soldier; an advocate of progressive social reforms and an unapologetic elitist; a defender of democracy as well as of Britain’s fading empire—but for many people in Great Britain and elsewhere, Winston Churchill is simply a hero.

## **WINSTON CHURCHILL'S EARLY LIFE**

Winston Churchill came from a long line of English aristocrat-politicians. His father, Lord Randolph Churchill, was descended from the First Duke of Marlborough and was himself a well-known figure in Tory politics in the 1870s and 1880s. His mother, born Jennie Jerome, was an American heiress whose father was a stock speculator and part owner of The New York Times. (Rich American girls like Jerome who married European noblemen were known as “dollar princesses.”)

*Sir Winston Churchill won the Nobel Prize for Literature in 1953 for his six-volume history of World War II.*

Churchill was born at the family's estate near Oxford on November 30, 1874. He was educated at the Harrow prep school, where he performed so poorly that he did not even bother to apply to Oxford or Cambridge. Instead, in 1893 young Winston Churchill headed off to military school at Sandhurst.

## **CHURCHILL: BATTLES AND BOOKS**

After he left Sandhurst, Churchill traveled all around the British Empire as a soldier and as a journalist. In 1896, he went to India; his first book, published in 1898, was an account of his experiences in India's Northwest Frontier Province. In 1899, the London Morning Post sent him to cover the Boer War in South Africa, but he was captured by enemy soldiers almost as soon as he arrived. (News of Churchill's daring escape through a bathroom window made him a minor celebrity back home in Britain.) By the time he returned to England in 1900, the 26-year-old Churchill had published five books.

## **CHURCHILL: “CROSSING THE CHAMBER”**

That same year, Winston Churchill joined the House of Commons as a Conservative. Four years later, he “crossed the chamber” and became a Liberal. His work on behalf of progressive social reforms such as an eight-hour workday, a government-mandated minimum wage, a state-run labor exchange for unemployed workers and a system of public health insurance infuriated his Conservative colleagues, who complained that this new Churchill was a traitor to his class.

## **WINSTON CHURCHILL AND WORLD WAR I**

In 1911, Churchill turned his attention away from domestic politics when he became the First Lord of the Admiralty (akin to the Secretary of the Navy in the U.S.). Noting that Germany was growing more and more bellicose, Churchill began to prepare Great Britain for war: He established the Royal Naval Air Service, modernized the British fleet and invented one of the earliest tanks.

Despite Churchill's prescience and preparation, World War I was a stalemate from the start. In an attempt to shake things up, Churchill proposed a military campaign that soon dissolved into disaster: the 1915 invasion of the Gallipoli Peninsula in Turkey. Churchill hoped that this offensive would drive Turkey out of the war and encourage the Balkan states to join the Allies, but Turkish resistance was much stiffer than he had anticipated. After nine months and 250,000 casualties, the Allies withdrew in disgrace. After the debacle at Gallipoli, Churchill left the Admiralty.

## **CHURCHILL: BETWEEN THE WARS**

During the 1920s and 1930s, Churchill bounced from government to government job, and in 1924 he rejoined the Conservatives. Especially after the Nazis came to power in 1933, Churchill spent a great deal of time warning his countrymen about the perils of German nationalism, but Britons were weary of war and reluctant to get involved in international affairs again. Likewise, the British government ignored Churchill's warnings and did all it could to stay out of Hitler's way. In 1938, Prime Minister Neville Chamberlain even signed an agreement giving Germany a chunk of Czechoslovakia—"throwing a small state to the wolves," Churchill scolded—in exchange for a promise of peace.

A year later, however, Hitler broke his promise and invaded Poland. Britain and France declared war. Chamberlain was pushed out of office, and Winston Churchill took his place as prime minister in May 1940.

## **CHURCHILL: THE "BRITISH BULLDOG"**

"I have nothing to offer but blood, toil, tears and sweat," Churchill told the House of Commons in his first speech as prime minister. "We have before us many, many long months of struggle and of suffering. You ask, what is our

policy? I can say: It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us; to wage war against a monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime. That is our policy. You ask, what is our aim? I can answer in one word: It is victory, victory at all costs, victory in spite of all terror, victory, however long and hard the road may be; for without victory, there is no survival.”

Just as Churchill predicted, the road to victory in World War II was long and difficult: France fell to the Nazis in June 1940. In July, German fighter planes began three months of devastating air raids on Britain herself. Though the future looked grim, Churchill did all he could to keep British spirits high. He gave stirring speeches in Parliament and on the radio. He persuaded U.S. President Franklin Roosevelt to provide war supplies—ammunition, guns, tanks, planes—to the Allies, a programme known as Lend-Lease, before the Americans even entered the war.

Though Churchill was one of the chief architects of the Allied victory, war-weary British voters ousted the Conservatives and their prime minister from office just two months after Germany’s surrender in 1945.

## **CHURCHILL: FIGHTING COMMUNISM**

The now-former prime minister spent the next several years warning Britons and Americans about the dangers of Soviet expansionism. In a speech in Fulton, Missouri, in 1946, for example, Churchill declared that an anti-democratic “Iron Curtain,” “a growing challenge and peril to Christian civilization,” had descended across Europe. Churchill’s speech was the first time anyone had used that now-common phrase to describe the Communist threat.

In 1951, 77-year-old Winston Churchill became prime minister for the second time. He spent most of this term working (unsuccessfully) to build a sustainable détente between the East and the West. He retired from the post in 1955.

In 1953, Queen Elizabeth made Winston Churchill a knight of the Order of the Garter. He died in 1965, one year after retiring from Parliament.



### Economy - overview

The UK, a leading trading power and financial center, is the third largest economy in Europe after Germany and France. Over the past two decades, the government has greatly reduced public ownership. Agriculture is intensive, highly mechanized, and efficient by European standards, producing about 60% of food needs with less than 2% of the labor force. The UK has large coal, natural gas, and oil resources, but its oil and natural gas reserves are declining and the UK became a net importer of energy in 2005. Services, particularly banking, insurance, and business services, are key drivers of British GDP growth. Manufacturing, meanwhile, has declined in importance but still accounts for about 10% of economic output. After emerging from recession in 1992, Britain's economy enjoyed the longest period of expansion on record during which time growth outpaced most of Western Europe. In 2008, however, the global financial crisis hit the economy particularly hard, due to the importance of its financial sector. Falling home prices, high consumer debt, and the global economic slowdown compounded Britain's economic problems, pushing the economy into recession in the latter half of 2008 and prompting the then BROWN (Labour) government to implement a number of measures to stimulate the economy and stabilize the financial markets; these included nationalizing parts of the banking system, temporarily cutting taxes, suspending public sector borrowing rules, and moving forward public spending on capital projects. Facing burgeoning public deficits and debt levels, in 2010 the CAMERON-led coalition government (between Conservatives and Liberal Democrats) initiated a five-year austerity program, which aimed to lower London's budget deficit from about 11% of GDP in 2010 to nearly 1% by 2015. In November 2011, Chancellor of the Exchequer George OSBORNE announced additional austerity measures through 2017 largely due to the euro-zone debt crisis. The CAMERON government raised the value added tax from 17.5% to 20% in 2011. It has pledged to reduce the corporation tax rate to 21% by 2014. The Bank of

England (BoE) implemented an asset purchase program of £375 billion (approximately \$605 billion) as of December 2013. During times of economic crisis, the BoE coordinates interest rate moves with the European Central Bank, but Britain remains outside the European Economic and Monetary Union (EMU). In 2012, weak consumer spending and subdued business investment weighed on the economy, however, in 2013 GDP grew 1.4%, accelerating unexpectedly in the second half of the year because of greater consumer spending and a recovering housing market. The budget deficit is falling but remains high at nearly 7% and public debt has continued to increase.

GDP (purchasing power parity)	\$2.387 trillion (2013 est.) \$2.343 trillion (2012 est.) \$2.341 trillion (2011 est.) note: data are in 2013 US dollars
GDP (official exchange rate)	\$2.49 trillion (2013 est.)
GDP - real growth rate	1.8% (2013 est.) 0.1% (2012 est.) 0.9% (2011 est.)
GDP - per capita (PPP)	\$37,300 (2013 est.) \$37,100 (2012 est.) \$37,300 (2011 est.) note: data are in 2013 US dollars
Gross national saving	10.5% of GDP (2013 est.) 11% of GDP (2012 est.) 13.7% of GDP (2011 est.)
GDP - composition, by end use	household consumption: 66.5% government consumption: 21.4% investment in fixed capital: 13.8% investment in inventories: 0.4% exports of goods and services: 31.1% imports of goods and services: -33.2% (2013 est.)

GDP - composition by sector	agriculture: 0.7% industry: 20.5% services: 78.9% (2013 est.)
Population below poverty line	16.2% (2011 est.)
Labor force	30.15 million (2013 est.)
Labor force - by occupation	agriculture: 1.4% industry: 18.2% services: 80.4% (2006 est.)
Unemployment rate	7.2% (2013 est.) 7.8% (2012 est.)
Unemployment, youth ages 15-24	total: 21% male: 23.8% female: 17.9% (2012)
Household income or consumption by percentage share	lowest 10%: 1.7% highest 10%: 31.1% (2012)
Distribution of family income - Gini index	32.3 (2012) 34 (2005)
Budget	revenues: \$1.023 trillion expenditures: \$1.112 trillion (2013 est.)
Taxes and other revenues	41.1% of GDP (2013 est.)
Budget surplus (+) or deficit (-)	-3.6% of GDP (2013 est.)
Public debt	91.1% of GDP (2013 est.) 88.7% of GDP (2012 est.) note: data cover general government debt, and include debt instruments issued (or owned) by government entities other than the treasury; the data include treasury debt held by

foreign entities; the data include debt issued by subnational entities, as well as intra-governmental debt; intra-governmental debt consists of treasury borrowings from surpluses in the social funds, such as for retirement, medical care, and unemployment; debt instruments for the social funds are not sold at public auctions

Inflation rate (consumer prices)	2% (2013 est.) 2.7% (2012 est.)
Central bank discount rate	0.5% (31 December 2013 est.) 0.5% (2012 est.)
Commercial bank prime lending rate	4.4% (31 December 2013 est.) 4.22% (31 December 2012 est.)
Stock of narrow money	\$111.6 billion (28 February 2014 est.) \$101.8 billion (31 December 2012 est.)
Stock of broad money	\$2.881 trillion (28 February 2014 est.) \$3.401 trillion (31 December 2012 est.)
Stock of domestic credit	\$3.636 trillion (31 December 2013 est.) \$3.756 trillion (31 December 2012 est.)
Market value of publicly traded shares	\$3.019 trillion \$2.903 trillion (31 December 2011) \$3.107 trillion (31 December 2010 est.)
Agriculture - products	cereals, oilseed, potatoes, vegetables; cattle, sheep, poultry; fish
Industries	machine tools, electric power equipment, automation equipment, railroad equipment, shipbuilding, aircraft, motor vehicles and parts, electronics and communications equipment, metals, chemicals, coal, petroleum, paper and paper products, food processing, textiles, clothing, other consumer goods
Industrial production	-0.3% (2013 est.)

growth rate

Current Account Balance	-\$93.6 billion (2013 est.) -\$93.6 billion (2012 est.)
Exports	\$813.2 billion (2013 est.) \$801.7 billion (2012 est.)
Exports - commodities	manufactured goods, fuels, chemicals; food, beverages, tobacco
Exports - partners	Germany 11.3%, US 10.5%, Netherlands 8.8%, France 7.4%, Ireland 6.2%, Belgium 5.1% (2012)
Imports	\$782.5 billion (2013 est.) \$777.6 billion (2012 est.)
Imports - commodities	manufactured goods, machinery, fuels; foodstuffs
Imports - partners	Germany 12.6%, China 8%, Netherlands 7.5%, US 6.7%, France 5.4%, Belgium 4.4%, Norway 4% (2012)
Reserves of foreign exchange and gold	\$87.48 billion (31 December 2013 est.) \$105.1 billion (31 December 2012 est.)
Debt - external	\$9.577 trillion (31 December 2013 est.) \$9.457 trillion (31 December 2012 est.)
Stock of direct foreign investment - at home	\$1.557 trillion (31 December 2013 est.) \$1.321 trillion (31 December 2012 est.)
Stock of direct foreign investment - abroad	\$1.884 trillion (31 December 2013 est.) \$1.81 trillion (31 December 2012 est.)

([http://www.indexmundi.com/united\\_kingdom/economy\\_profile.html](http://www.indexmundi.com/united_kingdom/economy_profile.html))



## **EDUCATION SYSTEM IN THE UK**

Across the UK there are five stages of education: early years, primary, secondary, Further Education (FE) and Higher Education (HE). Education is compulsory for all children between the ages of 5 (4 in Northern Ireland) and 16. FE is not compulsory and covers non-advanced education which can be taken at further (including tertiary) education colleges and HE institutions (HEIs). The fifth stage, HE, is study beyond GCE A levels and their equivalent which, for most full-time students, takes place in universities and other HEIs and colleges.

### **Early Years Education**

In England since September 2010, all three and four year olds are entitled to 15 hours of free nursery education for 38 weeks of the year. Early Years education takes place in a variety of settings including state nursery schools, nursery classes and reception classes within primary schools, as well as settings outside the state sector such as voluntary pre-schools, privately run nurseries or childminders. In recent years there has been a major expansion of Early Years education and childcare. The Education Act 2002 extended the National Curriculum for England to include the Foundation Stage which was first introduced in September 2000, and covered children's education from the age of 3 to the end of the reception year, when children are aged 5. The Early Years Foundation Stage (EYFS) came into force in September 2008, and is a single regulatory and quality framework for the provision of learning, development and care for children in all registered early years settings between birth and the academic year in which they turn 5. The EYFS Profile (EYFSP) is the statutory assessment of each child's development and learning achievements at the end of the academic year in which they turn 5.

In Wales, children are entitled to a free part-time place the term following a child's third birthday until they enter statutory education. These places can be in a maintained school or a non-maintained setting such as a voluntary playgroup, private nursery or childminder which is approved to provide education. The

Foundation Phase is a holistic developmental curriculum for 3 to 7-year-olds based on the needs of the individual child to meet their stage of development. Statutory rollout of the Foundation Phase framework started in September 2008 and the process was completed in the 2011/12 school year.

In Scotland, education typically starts with pre-school. Local authorities have a duty to secure a part-time funded place for every child starting from the beginning of the school term after the child's third birthday. Pre-school education can be provided by local authority centres, or private and voluntary providers under a partnership arrangement. In Scotland, early years education is called ante-pre-school education for those who start receiving their pre-school education in the academic year after their 3rd birthday until the end of that academic year (note: depending on when the child turned 3 years of age, some children may only receive part of an academic year's worth of ante-pre-school education (e.g. 1 term), whereas other children may receive an entire academic year of pre-school education). All children are entitled to receive a full academic year's worth of pre-school education in the academic year before they are eligible to, and expected to, start primary school.

The commitment in the Northern Ireland Executive's Programme for Government is to 'ensure that at least one year of pre-school education is available to every family that wants it.' Funded pre-school places are available in statutory nursery schools and units and in those voluntary and private settings participating in the Pre-School Education Expansion Programme (PSEEP). Places in the voluntary/private sector 2 are part-time whilst, in the statutory nursery sector, both full-time and part-time places are available. Pre-school education is designed for children in the year immediately before they enter Primary 1. Taking into account the starting age for compulsory education in Northern Ireland this means children are aged between 3 years 2 months and 4 years 2 months in the September in which they enter their final pre-school year. The Programme incorporates a number of features designed to promote high quality pre-school education provision in all settings including a curriculum which is common to all those involved in pre-school education.

## Primary

The primary stage covers three age ranges: nursery (under 5), infant (5 to 7 or 8) (Key Stage 1) and junior (up to 11 or 12) (Key Stage 2) but in Scotland and Northern Ireland there is generally no distinction between infant and junior schools. In Wales, although the types of school are the same, the Foundation Phase has brought together what was previously known as the Early Years (from 3 to 5-year-olds) and Key Stage 1 (from 5 to 7-year-olds) of the National Curriculum to create one phase of education for children aged between three and seven. In England, primary schools generally cater for 4-11 year olds. Some primary schools may have a nursery or a children's centre attached to cater for younger children. Most public sector primary schools take both boys and girls in mixed classes. It is usual to transfer straight to secondary school at age 11 (in England, Wales and Northern Ireland) or 12 (in Scotland), but in England some children make the transition via middle schools catering for various age ranges between 8 and 14. Depending on their individual age ranges middle schools are classified as either primary or secondary.

The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics and other subjects. Children in England and Northern Ireland are assessed at the end of Key Stage 1 and Key Stage 2. In Wales, all learners in their final year of Foundation Phase and Key Stage 2 must be assessed through teacher assessments.

**Secondary** In England, public provision of secondary education in an area may consist of a combination of different types of school, the pattern reflecting historical circumstance and the policy adopted by the local authority. Comprehensive schools largely admit pupils without reference to ability or aptitude and cater for all the children in a neighbourhood, but in some areas they co-exist with other types of schools, for example grammar schools. Academies, operating in England, are publicly funded independent schools. Academies benefit from greater freedoms to help innovate and raise standards. These include freedom from local authority control, the ability to set their own pay and conditions for staff, freedom around the

delivery of the curriculum and the ability to change the lengths of terms and school days. The Academies Programme was first introduced in March 2000 with the objective of replacing poorly performing schools. Academies were established and driven by external sponsors, to achieve a transformation in education performance. The Academies Programme was expanded through legislation in the Academies Act 2010. This enables all maintained primary, secondary and special schools to apply to become an Academy. The early focus is on schools rated outstanding by Ofsted and the first of these new academies opened in September 2010. These schools do not have a sponsor but instead are expected to work with underperforming schools to help raise standards.

In Wales, secondary schools take pupils at 11 years old until statutory school age and beyond.<sup>3</sup>

Education authority secondary schools in Scotland are comprehensive in character and offer six years of secondary education; however, in remote areas there are several two-year and four-year secondary schools.

In Northern Ireland, post-primary education consists of 5 compulsory years and two further years if students wish to remain in school to pursue post GCSE / Level 2 courses to Level 3. Ministerial policy is that transfer should be on the basis of nonacademic criteria, however legally post primary schools can still admit pupils based on academic performance. At the end of this stage of education, pupils are normally entered for a range of external examinations. Most frequently, these are GCSE (General Certificate of Secondary Education) in England, Wales and Northern Ireland and Standard Grades in Scotland, although a range of other qualifications are available. In Scotland pupils study for the National Qualifications (NQ) Standard grade (a two-year course leading to examinations at the end of the fourth year of secondary schooling) and NQ Higher grade, which requires at least a further year of secondary schooling. From 1999/00 additional new NQ were introduced in Scotland to allow greater flexibility and choice in the Scottish examination system. NQ include Intermediate 1 & 2 designed primarily for

candidates in the fifth and sixth year of secondary schooling, however these are used in some schools as an alternative to Standard Grades.

### Further Education

Further education may be used in a general sense to cover all non-advanced courses taken after the period of compulsory education. It is post-compulsory education (in addition to that received at secondary school), that is distinct from the education offered in universities (higher education). It may be at any level from basic skills training to higher vocational education such as City and Guilds or Foundation Degree.

A distinction is usually made between FE and higher education (HE). HE is education at a higher level than secondary school. This is usually provided in distinct institutions such as universities. FE in the United Kingdom therefore includes education for people over 16, usually excluding universities. It is primarily taught in FE colleges, work-based learning, and adult and community learning institutions. This includes post-16 courses similar to those taught at schools and sub-degree courses similar to those taught at higher education (HE) colleges (which also teach degree-level courses) and at some universities.

Colleges in England that are regarded as part of the FE sector include General FE (GFE) and tertiary colleges, Sixth form colleges, Specialist colleges (mainly colleges of agriculture and horticulture and colleges of drama and dance) and Adult education institutes.

In addition, FE courses may be offered in the school sector, both in sixth form (16-19) schools, or, more commonly, sixth forms within secondary schools.

In England, further education is often seen as forming one part of a wider learning and skills sector, alongside workplace education, prison education, and other types of non-school, non-university education and training. Since June 2009, the sector is overseen by the new Department for Business, Innovation and Skills, although some parts (such as education and training for 14-19 year olds) fall within the remit of the Department for Education.



## Higher Education

Higher education is defined as courses that are of a standard that is higher than GCE A level, the Higher Grade of the SCE/National Qualification, GNVQ/NVQ level 3 or the Edexcel (formerly BTEC) or SQA National Certificate/Diploma. There are three main levels of HE course:

- (i) Postgraduate courses leading to higher degrees, diplomas and certificates (including Doctorate, Masters (research and taught), Postgraduate diplomas and certificates as well as postgraduate certificates of education (PGCE) and professional qualifications) which usually require a first degree as entry qualification.
- (ii) Undergraduate courses which include first degrees (honours and ordinary), first degrees with qualified teacher status, enhanced first degrees, first degrees obtained concurrently with a diploma, and intercalated first degrees (where first degree students, usually in medicine, dentistry or veterinary medicine, interrupt their studies to complete a one-year course of advanced studies in a related topic).
- (iii) Other undergraduate courses which include all other higher education courses, for example SVQ or NVQ: Level 5, Diploma (HNC/D level for diploma and degree holders), HND (or equivalent), HNC (or equivalent) and SVQ or NVQ: Level 4 and Diplomas in HE.

As a result of the Further and Higher Education Act 1992, former polytechnics and some other HEIs were designated as universities in 1992/93. Students normally attend HE courses at HEIs, but some attend at FE colleges.

([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/219167/v01-2012ukes.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219167/v01-2012ukes.pdf))